

Riverside Middle

615 Hammett Bridge Road
Greer, SC 29650

Grades 6–8 Middle School

Enrollment 1,034 Students

Principal Ron Harrison 864–355–7900

Superintendent Dr. Phinnize J. Fisher 864–355–8860

Board Chair Charles J. Saylor 864–268–3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

1

5

0

0

0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 22 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	No
2004	Excellent	Excellent	No
2005	Good	Below Average	No
2006	Good	Unsatisfactory	No

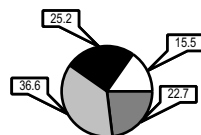
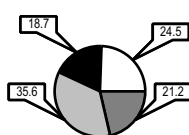
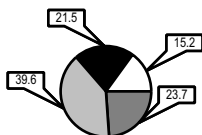
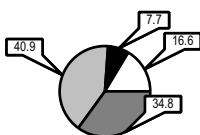
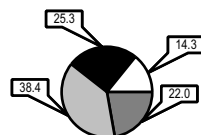
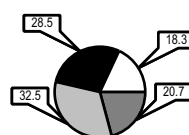
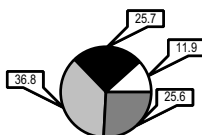
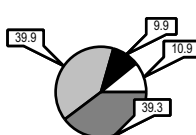
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	99.0	98.9
English 1	100.0	99.0
Biology 1/Applied Biology 2	N/A	81.4
Physical Science	N/A	82.4
All Subjects	99.2	98.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,061	98.3	15.5	40.9	35.3	8.2	55.9	Yes	Yes
Gender									
Male	540	98.1	19.2	45.6	29.8	5.4	49.4	N/A	N/A
Female	521	98.5	11.8	36.1	41.0	11.1	62.6	N/A	N/A
Racial/Ethnic Group									
White	800	98.9	10.5	41.2	39.5	8.7	62.7	Yes	Yes
African American	148	95.3	41.8	41.0	13.9	3.3	20.5	No	Yes
Asian/Pacific Islander	40	100.0	8.3	22.2	44.4	25.0	75.0	I/S	Yes
Hispanic	65	96.9	29.2	50.0	18.8	2.1	29.2	Yes	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	927	100.0	10.5	41.7	38.9	8.8	60.8	N/A	N/A
Disabled	134	86.6	55.0	34.9	6.4	3.7	16.5	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,061	98.3	15.5	40.9	35.3	8.2	55.9	N/A	N/A
English Proficiency									
Limited English Proficient	26	92.3	52.6	42.1	5.3	0.0	10.5	I/S	I/S
Non-Limited English Proficient	1,035	98.5	14.8	40.9	35.9	8.4	56.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	189	95.2	42.7	40.0	12.0	5.3	24.0	No	Yes
Full-pay meals	872	99.0	10.6	41.1	39.5	8.8	61.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	1,061	98.2	13.9	39.7	24.1	22.3	60.3	Yes	Yes
Gender									
Male	540	98.0	12.7	38.1	25.8	23.4	61.3	N/A	N/A
Female	521	98.5	15.1	41.4	22.3	21.2	59.2	N/A	N/A
Racial/Ethnic Group									
White	800	98.9	10.7	37.5	27.3	24.5	66.7	Yes	Yes
African American	148	94.6	35.2	52.5	10.7	1.6	24.6	Yes	Yes
Asian/Pacific Islander	40	100.0	0.0	16.7	19.4	63.9	86.1	I/S	Yes
Hispanic	65	96.9	20.8	56.3	12.5	10.4	33.3	Yes	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	927	100.0	9.2	40.6	26.3	24.0	65.4	N/A	N/A
Disabled	134	85.8	51.4	33.0	6.4	9.2	20.2	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,061	98.2	13.9	39.7	24.1	22.3	60.3	N/A	N/A
English Proficiency									
Limited English Proficient	26	92.3	36.8	42.1	10.5	10.5	26.3	I/S	I/S
Non-Limited English Proficient	1,035	98.4	13.4	39.7	24.3	22.6	61.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	189	94.7	32.0	52.0	8.7	7.3	26.0	Yes	Yes
Full-pay meals	872	99.0	10.6	37.5	26.9	25.1	66.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,061	99.5	24.3	35.5	21.1	19.1	40.2
Gender							
Male	540	99.4	21.7	33.8	22.3	22.1	44.5
Female	521	99.6	27.1	37.2	19.8	15.9	35.7
Racial/Ethnic Group							
White	800	99.8	18.8	35.7	23.6	22.0	45.6
African American	148	98.6	56.6	35.7	5.4	2.3	7.8
Asian/Pacific Islander	40	100.0	2.8	22.2	36.1	38.9	75.0
Hispanic	65	98.5	40.0	42.0	12.0	6.0	18.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	927	99.9	18.9	37.2	23.5	20.4	43.9
Disabled	134	97.0	61.4	23.6	4.7	10.2	15.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,061	99.5	24.3	35.5	21.1	19.1	40.2
English Proficiency							
Limited English Proficient	26	96.2	66.7	23.8	9.5	0.0	9.5
Non-Limited English Proficient	1,035	99.6	23.4	35.7	21.4	19.5	40.9
Socio-Economic Status							
Subsidized meals	189	98.9	55.3	32.1	7.5	5.0	12.6
Full-pay meals	872	99.7	18.4	36.1	23.7	21.8	45.5

Social Studies							
All Students	1,061	99.2	15.2	36.8	22.9	25.1	48.0
Gender							
Male	540	98.9	14.7	32.7	19.8	32.7	52.6
Female	521	99.4	15.7	41.0	26.1	17.2	43.3
Racial/Ethnic Group							
White	800	99.4	11.1	36.2	25.1	27.6	52.7
African American	148	98.0	38.8	45.0	11.6	4.7	16.3
Asian/Pacific Islander	40	100.0	0.0	13.9	27.8	58.3	86.1
Hispanic	65	98.5	22.0	44.0	16.0	18.0	34.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	927	99.7	10.5	37.3	24.4	27.8	52.2
Disabled	134	95.5	47.2	33.1	12.6	7.1	19.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,061	99.2	15.2	36.8	22.9	25.1	48.0
English Proficiency							
Limited English Proficient	26	96.2	42.9	28.6	23.8	4.8	28.6
Non-Limited English Proficient	1,035	99.2	14.6	37.0	22.9	25.6	48.4
Socio-Economic Status							
Subsidized meals	189	97.9	39.6	40.9	11.9	7.5	19.5
Full-pay meals	872	99.4	10.5	36.0	25.0	28.5	53.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	319	100.0	17.3	34.0	36.9	11.8	48.7
	7	334	100.0	12.9	44.1	36.0	7.1	43.1
	8	331	99.1	8.7	38.4	38.1	14.8	52.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	345	98.6	15.0	41.6	33.1	10.3	43.4
	7	356	98.6	16.2	38.4	39.3	6.1	45.4
	8	360	97.8	15.4	42.9	33.3	8.3	41.7
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	319	100.0	8.2	27.1	30.7	34.0	64.7
	7	334	99.7	12.6	31.9	27.4	28.1	55.5
	8	331	98.8	18.4	51.3	21.9	8.4	30.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	345	98.6	11.3	39.1	27.5	22.2	49.7
	7	356	98.3	12.2	29.9	26.2	31.7	57.9
	8	360	97.8	18.2	50.3	18.5	13.0	31.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	319	100.0	22.5	28.8	22.5	26.1	48.7
	7	334	99.4	17.2	39.8	21.7	21.4	43.0
	8	331	98.8	16.8	31.3	25.2	26.8	51.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	345	100.0	31.7	31.7	22.5	14.2	36.6
	7	356	99.4	23.4	30.3	24.6	21.6	46.2
	8	360	99.2	18.1	44.3	16.3	21.4	37.7
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	319	99.7	12.5	31.5	22.6	33.4	56.1
	7	334	99.4	17.8	36.9	18.1	27.2	45.3
	8	331	98.5	14.8	34.2	20.6	30.3	51.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	345	99.7	13.3	32.4	27.8	26.5	54.3
	7	356	98.9	17.8	33.2	15.1	33.8	48.9
	8	360	98.9	14.5	44.6	25.9	15.1	41.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,034)				
Students enrolled in high school credit courses (grades 7 & 8)	29.8%	Down from 47.4%	31.6%	16.7%
Retention rate	0.6%	Down from 1.0%	1.1%	2.5%
Attendance rate	97.0%	Up from 96.8%	96.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%	Down from 2.2%	1.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%	Down from 2.2%	1.5%	1.0%
Eligible for gifted and talented	36.8%	Down from 43.5%	37.8%	15.6%
On academic plans	22.8%	N/AV	18.6%	39.9%
On academic probation	3.8%	N/AV	2.1%	0.7%
With disabilities other than speech	9.8%	Down from 10.7%	8.1%	12.4%
Older than usual for grade	1.3%	Up from 1.0%	1.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.1%	1.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 59)				
Teachers with advanced degrees	54.2%	Down from 56.9%	56.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	8.8%	9.1%
Teachers with emergency or provisional certificates	2.0%	Down from 2.2%	7.6%	5.6%
Teachers returning from previous year	90.2%	Up from 89.3%	88.5%	84.6%
Teacher attendance rate	96.1%	Up from 96.0%	95.3%	94.8%
Average teacher salary	\$43,286	Up 1.6%	\$42,497	\$42,267
Prof. development days/teacher	15.2 days	Up from 12.1 days	12.5 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 26.7 to 1	24.3 to 1	21.1 to 1
Prime instructional time	92.3%	Up from 92.2%	90.5%	89.0%
Dollars spent per pupil*	\$4,729	Up 12.2%	\$5,583	\$6,243
Percent of expenditures for teacher salaries*	62.0%	Up from 57.6%	58.1%	59.8%
Percent of expenditures for instruction*	66.8%		68.0%	65.2%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	96.0%	Down from 99.0%	97.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Since its establishment in 1999, Riverside Middle School has accomplished many of the goals set by its newly formed school community. The school community was faced with the challenges of building a unified school climate, working with a critically under-funded budget, and developing a school vision and philosophy. The shareholders - parents, students, staff and community - set about the task of making the vision become a reality.

Our accomplishments are many. We have been named a Palmetto's Finest finalist in 2003 and 2004, a S.C. Exemplary Writing School in 2000, 2003, and 2006, Palmetto Gold Winner 2002-2005, and a PTA Parent Involvement School of Excellence in 2004. Our students' academic achievement has been well documented by an Excellent rating all five out of six years on the state report card. Students participate and excel in local, state and national competitions that represent all aspects of school life including academics, the arts and athletics.

Though always proud to discuss our successes, our faculty, staff, parents and students realize that excellence is a vision and not a destination. Under the leadership of our new principal, our school continues to move forward. Through the development of our school portfolio, we have identified goals that we must attain in order to continue to be the best. Funding for the replacement of outdated technology is an ongoing challenge that we continue to address. Over 90% of our faculty has achieved highly qualified status and others are working towards obtaining this goal. Last and most importantly, ensuring academic achievement for ALL students is our highest, yet most challenging priority. As a community, we will continue to assess our progress, adjust goals as necessary, and hold ourselves accountable for meeting these goals through rigorous and intense yearly reviews.

Tami Miller, SIC Chairman
Ron Harrison, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	58	323	142
Percent satisfied with learning environment	96.6%	75.2%	89.4%
Percent satisfied with social and physical environment	100.0%	76.0%	85.7%
Percent satisfied with school-home relations	100.0%	83.2%	80.7%

*Only students at the highest middle school grade level at this school and their parents were included.